

Subject French	Autumn Term				Summer term	
Year 7			En classe	3. Mon temps libre	4. Ma vie de famille	
Topic Summary	Introducing yourself and others	Describing your school				
Thinking Hard	<b>Development of literacy</b> - Learning phonic rules for a new language	<b>Mastery of learning</b> - Understanding masculine and feminine nouns				
Developing Character	<b>Grit, Self Assurance</b> - Dealing with the unknown, reading unfamiliar text	<b>Grit, Optimism</b> - Preparing for first assessment				
Understanding Diversity	Different types of family, <b>No limits to your destination</b>	<b>Acquiring cultural capital</b> - How are French schools different to English schools?				
Literacy Reading, Oracy	What is an infinitive verb?	Knowing key terms - verb, noun, adjective				
Gatsby, Careers	Be able to read an unknown French text, building confidence	How to revise information in preparation for an assessment				
Mental and Physical Well-being	Building confidence in introducing yourself	Giving your opinion confidently				
Cross-Curricular Links	English - phonic sounds and sentence structure					
Extra-Curricular Links	Launching French trip to Chateau Beaumont					
Extended Learning checks						
Precise Learning Endpoints	1. To apply some French phonic rules to be able to read aloud 2. Phonics: é, i, u, un, eur, th, que, r, gn, en, in, io, eau, au, on, an 3. Numbers 1-31 4. Introducing oneself using je suis and j'ai and asking how you are 5. Describe family members and age using the verb avoir/etre, singular paradigm + negative 6. Articles un & une, know there are masculine/feminine nouns 7. Describing the classroom with key vocab and using definite/indefinite articles 8. Il y a to describe a photo 9. Express opinions using c'est + adjective, and j'aime/je n'aime pas + definite article 10. Adjectival agreement for regular adjectives 11. Understand concept of infinitive (to or -ing) 12. Possessive adjectives mon/ma/mes		1. To apply gender and adjectival agreements correctly 2. Talk about colours and tell the time 3. School subjects with opinion phrases and adjectival phrases 4. Talk about what they wear to school with a range of clothes vocabulary 5. Adjectival placement and agreement 6. Describe school day using a range of ER verbs, conjugating for all pronouns knowing all endings 7. Sequences - d'abord, ensuite, puis, apres	1. To understand that translation can't always be literal/word for word (weather/present continuous) 2. Talking about the weather 3. New phonics - ai, tion, sh, h, soft/hard g, 4. J'aime + infinitive with a range of infinitives 5. Forming questions with qu'est-ce que, est-ce que	To know and apply the rules for possessive adjectives 2. Talking about animals and pets 3. Learning higher numbers (31-100) 4. Describing family (hair, eyes, height) 5. Describing where you live using habiter and rooms of the house	1. Understanding and using numbers above 70 to give prices
Subject Spanish	Autumn term		Spring term		Summer term	
Year 8	1. Past Holidays - Mis últimas vacaciones		2. Mi vida, mi movil	3. A comer	4. ¿Qué hacemos?	Operacion Verano - Todo sobre mi: End of year project
Topic Summary	Telling the story of our last holidays, giving an opinion of the activities, the hotel, etc		Talking about our lives, routines and our music and TV preferences	Talking about food we like to eat	Making plans Using the conditional tense to talk about future plans	Talking about where we live and what can be done there. Describing holiday activities
Thinking Hard	<b>Mastering grammar:</b> Working with patterns to identify past tense. Using time phrases and verbs in past tense.	<b>Mastering grammar:</b> Understanding the order of noun and adjective in Spanish and making them agree	<b>Self assurance:</b> Speaking skills - comparing sounds and phonics in Spanish and English  <b>Mastering grammar:</b> Use of comparative sentences to express preferences Using reflexive verbs.	<b>Mastering grammar:</b> Understanding different grammar points in Spanish (Modal verbs, Infinitive, reflexive verbs)	<b>Mastering grammar:</b> Agreement of adjectives and noun. Use of comparatives and superlatives in Spanish. Introduction to the time in Spanish.	<b>Self assurance and optimism:</b> Applying all four skills independently.
Developing Character	<b>Curiosity:</b> Working in two tenses, working out patterns	<b>Grit:</b> Reflecting and narrating a story. <b>Not fearing failure:</b> when facing assessments.	<b>Mindfulness:</b> self reflection on the use of screen time and healthy routines.	<b>Self-assurance:</b> Speaking skills - Ordering at a restaurant	<b>Grit:</b> Learning to tell the time in Spanish. Working on different tenses.	<b>Mindfulness and Self assurance:</b> Using revision skills when preparing for End of Year 8 assessments
Understanding Diversity	<b>Awareness of where we live:</b> Discussing holidays in the UK and holidays abroad	<b>Curiosity:</b> Celebrations in the hispanic world (Navidad, Dia de los muertos ..)	<b>Curiosity:</b> What do young people do online in Spain and other Spanish speaking countries	<b>Mindfulness and being a world citizen:</b> The use of formal and informal speech. Politeness at a restaurant Spain vs UK Traditional foods	How do young people in Spanish speaking countries spend their free time.	Magazine project - Comparing with other students in Spanish speaking countries
Literacy Reading, Oracy	Giving your opinion about past events confidently. Reading in Spanish - Working with phonics in another language.	Narrating a story in the past. Reading in Spanish - Working with phonics in another language.	<u>Article: Children in Southamerica challenged to turn off their screens</u> <a href="https://www.savethechildren.net/news/children-latin-america-challenged-turn-their-screens-one-day-digital-well-being">https://www.savethechildren.net/news/children-latin-america-challenged-turn-their-screens-one-day-digital-well-being</a>	Oracy skills- ordering in another language Reading aloud- mastering phonics	Oracy skills - Speaking in confidence. Reading aloud- mastering phonics	Writing skills - Creating a magazine. Working on editing and revisiting work
Gatsby, Careers	Narrating skills - Telling stories and experiences.	How to revise information in preparation for an assessment.	Working in media	Hospitality - Speaking different languages when serving clients.	Working using various languages - Relationships	Working on a magazine - end of year project
Mental and Physical Well-being	Building confidence when telling a story, reflecting on past experiences.	Working under pressure/ dealing with assessments and deadlines.	Building confidence by speaking in another language	Self-confidence ordering food in a restaurant in target language (TL).	<b>Self-assurance</b> when making plans	Working under pressure/ dealing with assessments and deadlines.
Cross-Curricular Links	English - narration Geography - countries	English narration	Media and music	Food prep and PE - nutrition and healthy living. Drama - practising a dialogue.	English - using oracy skills Drama - practising a dialogue.	English and Media - editing work
Extra-Curricular Links	Preparing the school link with Spanish school.	School links - writing our first letter to a Spanish school Tenerife trip	Preparing a videoconference with Spain	School links - writing our Easter letter to a Spanish school	Preparing a videoconference with Spain	School links - writing our Summer letter to a Spanish school
Extended Learning checks	Writing and reading skills.	Whole school assessments - reading, writing and listening skills.	Writing and reading skills.	writing and listening skills.	reading skills.	End of year assessments

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Year 7						
Precise Learning Endpoints	1. Verb to go in past tense - fui a - to talk about past holidays 2. Modes of transport 3. Introduction of preterite tense -ar verbs 4. Mastery of use of sequencers to tell a story 5. Using the preterite of ser - fue - to describe what your last holiday was like 6. Use of subject pronouns 7. Present simple for ongoing/unfinished actions 8. Phonics: Spanish syllables (consonant-vowel pairs), Strong vowels [a], [e], [o], Weak vowels [i], [u], Final syllable stress, Penultimate syllable stress, soft and hard G sound	1 - Past tense (preterite) –er and –ir verbs in 1st and 2nd person singular 2 - Prenominal adjectives 3 - Working in two tenses 4- Retrieval of regular present tense verbs and verb TENER (to have) 5- <i>QUERER and DAR in 1st and 3rd person plural</i> 6 - <i>IR in 1ST, 2nd and 3rd person plural to be used for future tense</i> 7 - <i>Para + infinitive</i> 8 - <i>Phonics: Revisit final syllable stress with –er/-ir verbs in the preterite (-i)</i> 9 - <i>Ante-penultimate syllable stress; Retrieval of: SSCs [L] and [LL]. C sounds: 'hard C' [CA], [CO], [CU] ; [CU] + vowel and [CE], [CI]</i>	1 - Present tense - ar / -er/ -ir verbs retrieval 2- <i>The use of time phrases to talk about daily routines</i> 3 - <i>Asking and answering yes / no questions about routines.</i> 4- <i>Reflexive 'me' and 'te' used to Give your opinion within the topic of music and TV programs</i> 5 - <i>Expressing preferences</i> 6 - <i>The use of comparatives and superlatives (mas / menos ... que)</i> 7 - <i>Narrating a daily routine in past tense</i> 8 - <i>Using the 3rd person singular in past tense to talk about a hero / someone you admire</i> 9- <i>Revisit possessive adjectives 'mi', 'tu'</i> 10- <i>Phonics : Revisit: SSC [z] (alongside 'soft C' [ce], [ci]) - SSC [que], [qui] - 'hard G' [ga], [go], [gu] and 'soft G' [ge], [gi] (alongside [j])</i>	1 - OVS (Object, verb, subject) word order 2 - Use of direct object pronouns 'lo', 'la' 3 - Use of Indirect object pronouns (me, te, le) 4- Agreement and gustar-type verbs 5- Eating routine verbs (breakfast, lunch, dinner) 6- Formal language of ordering food at a restaurant 7- Retrieval the near future, planning a party 8 - Using three tenses - giving an account about a party and future plans. 9- Phonics: Contrast [n] and [ñ]Revisit pairs : [v] and [b]; [r] and [rr], including the pronunciation of [r] in word-initial position and Revisit silent [h]	1 - Conditional tense - "Me gustaría" + infinitive verb - to talk about future plans 2- Mastery if numbers and telling the time. 3- Questions and answers to make / agree on plans. 4 - Revisit SER (es, son), adjective agreement, para + infinitive 5 - Possessive adjectives 'su' and 'nuestro' 6- Using the reflexive verbs to talk about routines. 7 - Comparatives 'más' and 'menos' 8 - Adjectives with comparative meaning 9 - Demonstratives 'este', 'esta', 'estos', 'estas' 10 - HACER in past (preterite) in singular persons 11 - IR in past (preterite) in singular persons 12 - Phonics - reading aloud	1 - Revisit regular (-ar, -er, -ir verbs) in singular persons in past 2 - Revisit regular (-ar, -er, -ir verbs) in plural persons in past and present 3 - Use of present continuous with –ir/-er verbs and also present continuous with –ir/-er verbs 4 - revisit future plans with IR [revisited] 5 - Question words and prepositions - asking for directions 5 - Phonics: Reading aloud
Subject French	Autumn Term		Spring term		Summer term	
Year 9			Ma vie en musique	Le meilleur du monde	Le monde francophone	
Topic Summary	Mon monde a moi	Projets d'avenir				
Thinking Hard	Development of literacy - Reflexive verbs and adjectival agreement	Creating independence - Questions in three tenses	Direct object pronouns	Perfect tense	Using more than two time frames together	
Developing Character	Self assurance - Giving an opinion, reflexive verbs	Grit - Tense formation in French				
Understanding Diversity	Being a world citizen	No limits to your destination - Different types of jobs in different Francophone countries				
Literacy Reading, Oracy	Understanding the use of reflexive verbs	Gender in French, lack of articles with professions				
Gatsby, Careers	Structuring a day, sequencing	Describing different professions and giving opinions				
Mental and Physical Well-being	Describing relationships with people around you	Talking about the future, planning				
Cross-Curricular Links	RHSE - Family relationships	English - using different tenses to express an idea				
Extra-Curricular Links	Pen pal letter to French school					
Extended Learning Checks		Writing and reading, to be taken from past papers				
Precise Learning Endpoints	1. Be able to use opinion phrases +definite article/infinitive (j'aime, j'adore. je n'aime pas, je deteste + infinitive) 2. Present tense of ER verbs (aller, etre, faire) with first person singular and plural 3. Be able to use some reflexive verbs (je m'entends, je me dispute, je me fache) in present tense, only using je 4. Be able to use adjectives to describe people with correct adjectival ending 5. Use perfect tense for regular verbs and boire, lire, voir, recevoir, prendre and aller 6. Be able to use the near future tense, full paradigm of ALLER plus infinitive 7. Know key time expressions (tous les, une/deux fois par semaine, apres, pendant, ce matin, ce soir, cet apres-midi, demain, prochain) 8. Sequencers (d'abord, ensuite, puis, apres, finalement)	1. Being able to use modal verbs in full paradigm - pouvoir, devoir, vouloir + infinitive with je/nous 2. Forming and using questions in three tenses 3. Know that with professions there is no article, but jobs have masculine and feminine jobs (danseur, instituteur, ingénieur, infirmier, policier, musicien, scientifique, pilote) 4. Je veux être/étudier/ faire/aller/ travailler/ gagner/ aider 5. Using the simple future tense with etre/ avoir/ faire/ aller/ acheter/ habiter/ travailler, only with je and on 6. Il y aura and ce sera 7. Using adjectives (dangereux, passionnant, different, utile, effrayant) 8. Be able to understand and use question words (qui, quand, ou, qu'est-ce que, est-ce que, pourquoi)	1. Using the comparative (plus que, moins que) 2. Using direct object pronouns 3. Using imperfect regular ER verbs and faire, etre, avoir along with present tenses together (autrefois, aujourd'hui) 4. Il y a + time + imperfect tense 5. Reinforcing question words from last module (endpoint 8) 6. Knowing phrase "est né(e)	1. Using a range of negatives to talk about animals (ne pas, ne jamais, ne rien, ne plus) 2. Using the superlative (le/ la plus, le/la moins) 3. Conditional tense with j'aimerais and je voudrais 4. Being able to give opinions and contrasting ideas (a mon avis, je trouve que, je pense que, je suis pour/contre, je suis d'accord, tu as raison/tort, tu rigoles, tu es d'accord?, par contre, d'un côté, cependant) 5. Recapping perfect tense, focussing on verbs with etre, using present and perfect together 6. Conditional tense with j'aimerais/je voudrais 7. Using il faut/il ne faut pas + infinitive	1. Using a range of articles (definite and indefinite) 2. Using a range of adjectives 3. Use "to" and "some" correctly 4. Using infinitives in combination with other verbs 5. Use a range of adjectives to describe monuments and know that some go before the noun (grand, petit, mauvais, bon, beau, nouveau, vieux) 6. Opinion phrases and modal verbs plus infinitives 7. Using opinions, superlatives, comparatives and infinitives together 8. GCSE skills (describing a photo using the present tense) 9. Using both future tenses together (positive and negatives) 10. Reinforcing perfect and imperfect tenses, putting all tenses together to describe an artist/writer	
Subject Spanish	Autumn Term		Spring term		Summer term	
Year 10	1. Diviértete (Free time Activities)	2. ¡Oriéntate ! (Travel and Tourism)	3. Mi gente, mi mundo (my people, my world)	4. Mi estilo de vida (My life style)	5. A clase (my studies)	6. Mi barrio y yo (My neighbourhood)
Topic Summary	Zona de cultura - Hispanic world. Talking about life online and Introduction to discuss about a past holiday	Holidays in the Hispanic world. Events that took place on holidays. Plans for future holidays	Reading and talking about different families	Talking about lifestyle and meals. Traditions and habits.	Learning about school life in Spain. Being able to discuss about school life and rules. Looking at the future and what would students change from their school. Thinking about the past and describing a past trip with school.	Learning about Colombia. Discussing about your surroundings.
Thinking Hard	Mastering grammar: Working in three tenses - retrieval of 3 tenses. Using a variety of opinions in Spanish.	Mastering grammar:Using sequencers to tell a story in the past tense or make plans for the future. Creating ambition: Using the conditional tense to tell our aspirations.	Mastering grammar:Reflexive verbs. Modal verbs in conditional tense. Curiosity: Working with authentic texts	Mastering grammar:Using the conditional tense and future tense. The use of the comparative	Mastering Grammar: Use of superlatives conditional tense use. Impersonal modal verbs. Mastering the perfect tense. Self assurance when using complex structures.	Mastering grammar: Using the imperfect tense to compare past and future Mindfulness: What are the skills required for our mocks and preparation for the final year of GCSE.
Developing Character	Mindfulness Making plans and talking about yourself. Talking about past activities and a holiday in the past.	Self-assurance and grit : Oracy skills when telling a story and when listening to others in 3 tenses. Not fearing failure: when facing assessments.	Self assurance: Developing oracy skills when talking about yourself.	Self-assurance and curiosity: To talk about and try other foods different from our traditional foods.	Mindfulness - Self-reflection and oracy skills	Grit - GCSE Mocks, specially Speaking mock
Understanding Diversity	Mindfulness: Reflecting on our passions, being able to talk about what we enjoy doing and settling plans for the future. Optimism: Starting the GCSE curriculum learning with an optimistic approach	Curiosity and diversity: Discovering Andalucia and Latinoamérica. Grit: Developing resilience and grit. How to prepare for your mocks. Optimism: Aiming high and have a positive approach to revision and assessment.	Curiosity: Understanding the diversity of families. Mindfulness: Self reflection on our lives and our people.	Being a world citizen: Learning about foods in Spanish speaking countries Self assurance: Ordering food in another language	Awareness of where we live: School life in the UK compared to school live in Spain.	Being a world citizen: Learning about Colombia. Life in South America vs life in Europe / UK. Kindness and gratitude: Caring for the world we live in,

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Year 7				3. Mon temps libre	4. Ma vie de famille	
Literacy, Reading, Oracy	Reading in Spanish - Working with phonics in another language. Reading - Article - Why is it important to learn other languages and El dia de los muertos.	<a href="#">Using sequencers to tell a story, using 3 tenses.</a> <a href="#">Plans for future holidays.</a> <a href="#">Oracy - understanding there is a variety of accents in the Spanish speaking world.</a>  <a href="#">Reading - 5 Reasons to Fall in Love with Latinamerica</a> <a href="https://www.linger.co.uk/5-reasons-to-fall-in-love-with-latin-america/">https://www.linger.co.uk/5-reasons-to-fall-in-love-with-latin-america/</a>	Reading in Spanish - Working with phonics in another language.	<a href="#">Learning about the Blue zones and why people living there, live longer lives.</a> <a href="https://bodybio.co.uk/blogs/blog/blue-zones?srlid=AfmBOopZUU06UDeXwkobeqqNX-eBebheP_pD9L84DYnc723MZ5O_7e3i">https://bodybio.co.uk/blogs/blog/blue-zones?srlid=AfmBOopZUU06UDeXwkobeqqNX-eBebheP_pD9L84DYnc723MZ5O_7e3i</a>	<a href="#">Predicting the future and talking about probability.</a> <a href="#">Narrating skills when telling a story about the past.</a> - <a href="#">Article: Spain has among the EU's highest number of young people out of work and education, but why?</a> <a href="https://www.euronews.com/2023/09/25/spain-has-among-the-eus-highest-number-of-young-people-out-of-work-and-education-but-why">https://www.euronews.com/2023/09/25/spain-has-among-the-eus-highest-number-of-young-people-out-of-work-and-education-but-why</a>	Writing - Narrating a story, using multiple tenses in our writing. Reading authentic texts about life in Colombia.
<a href="#">Gatsby, Careers</a>	Being an athlete	Tourism and travel planning	Mental Health advisor.	Physical education professions. Medical and nutrition related professions.	Leading in Education. Working as part of the school community.	Working in and for the community. Tourism and travel planning. Food industry
<a href="#">Mental and Physical Well-being</a>	Enjoying free time	Enjoying nature - stop and pause (Reading and Mindfulness opportunity ) Working under pressure/ dealing with assessments and deadlines.	Understanding diversity in families.	Mindfulness - Lifestyle choices	Mindfulness - looking into the future.	Working under pressure/ dealing with assessments and deadlines. The challenges of speaking in public.
Cross-Curricular Links	PE, Geography - travelling	Geography - Andalucia , Spain and Latin America.	English - describing people RSHE - Relationships	Food technology, PE and RSHE - Leading a healthy life.	English - the use of complex structures in writing.	Geography Food prep - cooking and healthy eating around the globe.
Extra-Curricular Links	School link	School links - writing our Christmas letter to a Spanish school	School link	School links - writing our Easter letter to a Spanish school	School link - video conference	School links - writing our Summer letter to a Spanish school
Extended Learning Checks	Writing skills - writing about yourself, your life online. Reading skills - extracting information from a text.	Whole school assessment : reading, writing and listening skills	Listening skills.	Writing skills	Listening / Reading skills Dictation	Whole school assessment : reading, writing and listening skills. Assessment - Speaking mock
Precise Learning Endpoints	1. Retrieval of regular verbs in present tense. 2. Retrieval of irregular and stem changing verbs in present tense. 3. Oracy skills: using opinion verbs and expressions. 4. Oracy skills: use of frequency expressions to extend the discourse. 5. Retrieval of the near future tense to discuss plans for a cinema visit. 6. Retrieval of the preterite use to talk about past activities - regular verbs. 7. Expand on use of irregular verbs to talk about past activities. 8. Retrieval of question words its use to tell a story. 9. Retrieval of sequencers and time telling to discuss about plans and telling a story 10. Mastery the use of preterite to talk about past holidays. 11. Phonics skills: Using phonics knowledge to help spell words correctly.	1. Assessment skills- Mastering Writing, Listening, Reading skills, by working with 3 tenses (present, past, future) 2. Using the conditional tense to tell our aspirations 3. Cultural - talking about festivals in the Spanish-speaking world. 4. Use of hay / hay que. 5. Use of If clauses (Si , hay que ..) in present tense 6. Talking about holidays in Three tenses - Latinoamerica 7. Mastering the use of sequencers 8. Phonics skills: Using phonics knowledge to help spell words correctly.	1. The possessive adjectives 2. Using adjectives to describe people 3. Retrieval of present continuous to describe a photo 4. Retrieval grammar- The two forms of to be - ser / estar 5. Using of frequency and time expressions to talk about how long you have followed someone/something. 6. Talking about relationships. 7. Retrieval use of reflexive verbs. 8. Manipulating the language, asking/answering questions and using "me" and "te" before a verb. 8. Using the phrase para + infinitive 9. Mastering listening skills - listening for gist. 10. The use of modal verbs in the Conditional tense. Podrias / Deberias followed by an infinitive. 11. Phonics skills: focusing on a variety of sounds, using phonics to spell words correctly.	1. Indefinite articles 2. Tener + noun 3. Talking about daily routines - using frequency expressions. 4. Retrieval use of the direct object pronoun. 5. The imperfect tense to say what you used to do 6. Comparing old/new habits 7. Ya no + verb - used to talk about what you no longer do. 8. Retrieval of reflexive verbs and its use in the preterite tense. 9. Modal verbs retrieval and its use in present tense. Giving advice using: tienes que / debes ... 11. Mastering simple future to talk about plans. 12. Mastering conditional tense by using If clauses. 13. Phonics skills: challenging words and sounds.	1. Mastery of (absolute) superlatives in Spanish to compare things. 2. Use of relative pronouns que, dónde and cuándo 3. Using lo que to give opinions. 4. Translation skills into English. 5. Use of conditional tense to predict the future. 6. A look into stem changing verbs in conditional tense. 7. Using impersonal verbs as an infinitive (hay que, se debe , no se debe) 8. Manipulate language skills by using negatives and forming questions. 9. Mastery of past tense to discuss a trip in the past 10. The use of adjectives and adverbs. 11. identifying false friends in Spanish. 12. Phonics Skills - Reading in Spanish	1. Assessment skills- Mastering Writing, Listening, Reading skills, by working with 3 tenses (present, past, future) 2. Assessment and oracy skills with Speaking Mock 3. Using prepositions of place for directions 4. Mastering the use of frequency expressions and time phrases. 5. Comparing past and present. The use of the imperfect tense. 6. Revising direct object pronouns. 7. Introduction to subjunctive tense, used with "cuando" 8. Phonics Skills and oracy - Reading in Spanish
	Autumn Term		Spring term		Summer term	
Year 11 Spanish	A clase	Mi barrio y yo _ Home town and region	4. Un mundo mejor para todos	5. El futuro te espera - Exam preparation	6. Recap - mi estilo de vida - Exam Preparation	
Topic Summary	Talking about life at school	Talking about your area				
<a href="#">Thinking Hard</a>	<b>Mastering grammar:</b> Using all three tenses accurately and with different pronouns. <b>Creating ambition:</b> Looking at education post 16.	<b>Mastering grammar:</b> Using the conditional and the imperfect to compare your town now and 20 years ago. <b>Not fearing failure:</b> Preparing for the mocks.				
<a href="#">Developing Character</a>	<b>Grit:</b> understanding, forming and manipulating different tenses. <b>Curiosity:</b> How is The Spanish educational system different?	<b>Grit:</b> Developing resilience and grit. How to prepare for your mocks. <b>Optimism:</b> Aiming high and have a positive approach to revision and assessment.				
<a href="#">Understanding Diversity</a>	<b>Being a world citizen:</b> Comparing your school with other schools in Spanish speaking countries.	<b>Awareness of where we live:</b> your town with other Spanish towns.				
Literacy Reading, Oracy	Third person plural of verbs (regular and irregular) & across the tenses. Looking at superlative adverbs.	Speaking mocks - preparing for reading aloud, questions and role play.				
<a href="#">Gatsby, Careers</a>	Looking at education post 16.	Dealing with stressful situations.(speaking exam) Developing organisation skills.				
<a href="#">Mental and Physical Well-being</a>	Expressing your views about school and school rules.	Having a strong mental health during the exams period				
Cross-Curricular Links	English - narrating in Three tenses.Writing to pen pal about your summer holiday.	English - narrating in Three tenses. Geography - describing the local area				
Extra-Curricular Links		Pen pal link with Spanish school				
Extended Learning Checks	Writing and Reading about school, using all 4 different tenses.	Preparing for mocks (all skills, including speakings)				

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Precise Learning Endpoints	1. Getting ready for 4 skills assessments 2. Mastery of (absolute) superlatives in Spanish to compare things. 2. Use of relative pronouns que, dónde and cuándo 3. Using lo que to give opinions. 4. Translation skills into English. 5. Use of conditional tense to predict the future. 6. A look into stem changing verbs in conditional tense. 7. Using impersonal verbs as an infinitive (hay que, se debe , no se debe) 8. Manipulate language skills by using negatives and forming questions. 9. Mastery of past tense to discuss a trip in the past 10. The use of adjectives and adverbs. 11. identifying false friends in Spanish. 12. Phonics Skills - Reading in Spanish	1. Assessment skills- Mastering Writing, Listening, Reading skills, by working with 3 tenses (present, past, future) 2. Assessment and oracy skills with Speaking Mock 3. Using prepositions of place for directions 4. Mastering the use of frequency expressions and time phrases. 5. Comparing past and present. The use of the imperfect tense. 6. Revising direct object pronouns. 7. Introduction to subjunctive tense, used with "cuando" 8. Phonics Skills and oracy - Reading in Spanish				